

THE ROLE OF THE SOCIAL GROUP WORKER WITH OUTSIDE GROUPS

36T

A THESIS

SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY SCHOOL
OF SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIRE-
MENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

WALTER LOUIS BURKES

ATLANTA, GEORGIA

JUNE 1953

T. 45

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Significance of the Study	1
Purposes of the Study	4
Method of Procedure	4
Scope and Limitations	4
II. WHARTON CENTRE	5
Historical Background	5
Development of Service	6
Administration	13
Program Divisions	14
Facilities	14
III. MEMBERS OF STREET CORNER GROUP	17
Neighborhood Environment	17
"M" Group	22
Member Needs	25
IV. ROLE OF WORKER IN USE OF PROGRAM	28
Program Content and Agency Objectives	28
Role of Worker	32
V. SUMMARY AND CONCLUSIONS	39
APPENDIX	42
Schedule	43
BIBLIOGRAPHY	45

CHAPTER I

INTRODUCTION

Significance of the Study

One of the primary problems was identified as anti-social gang behavior. A street corner society of teen-agers created problems for themselves and for the communities in which they move. In larger cities such as Los Angeles and New York many youth societies have been involved with vice, crime, physical conflict and narcotics. The rise of youth groups might be attributed in part to the social problems associated with juvenile delinquency. These social problems are as follows: unsettled family conditions, availability of gainful employment of younger boys, absent of the older teen-age fellows in the community due to the Korean War, working mothers and other such disorganizing phenomenon which was caused by a war. Not too much is known of the actual number of adolescent groups because many of them were apprehended in their anti-social behavior and did not become a matter of public record. However, the following figures indicate the extent of actual problems which came to the attention of the police in 1949.

From the Children's Bureau of the Department of Labor comes the estimate that for every child delinquent who actually comes to the attention of the police, perhaps ten remain uncaught. In a typical post-war year, roughly 100,000 delinquency cases are handled by juvenile court reporting to the Children's Bureau. On this basis, the number of boys and girls annually guilty of delinquent behavior cannot be less than a million Americans. Does this mean that one child in twenty is delinquent? That one American child in twenty has committed a crime or definitely fallen below accepted standards of conduct? No one has a reliable answer. The only figures we have are estimates, "says

official Washington." One difficulty in getting precise knowledge of the delinquent lies in the lack of any central clearing house for information.¹

The adolescent of the street corner group is often thought of as a threat in the minds of adults. Many of these adolescents who lived in neighborhoods characterized by congested population, in-migrant and changing population, limited economic opportunities, inadequate multi-unit dwellings, low educational quotient and the attendant evils that these conditions fostered of anti-social behavior. In New York City such groups used convient cellars as meeting places and rendevous because of inadequate and unacceptable recreational facilities. Also these groups may have used the cellars because they didn't want to be subjected to middle class values of the social agency.

Early in 1942 and during 1943 there were estimated to be at least sixty such gangs which had actually come to the attention of the police, probation officers, and welfare agencies. Of these sixty, forty-two were groups which were homogenous in cultural composition specifically being Italian, Negro and Jewish.²

While such groups of boys were more numerous, many destructively oriented groups of girls came into prominence during the war. They invaded the cheap commerical amusement areas and lured soldiers and sailors into side streets where boy accomplices too young to be drafted would "roll" the uniformed men for their wallets.³ Some very interesting facts

¹William Bernard, Jailbait (New York, 1952) copyright, 1949 - Popular Library Edition, p. 7.

²Ibid.

³Ibid., p. 96.

were revealed about these girl groups by Bradford Chambers, an expert on delinquency who made a pertinent survey in 1942 and 1943:

They showed a low incidence of venereal disease and illegitimate births. Gang offenses among girls between the ages of fourteen and seventeen, in 1948 and the first six months of 1949 ran almost ten percent higher than during the peak delinquency war year of 1943; but what police complain of most is that the girls are even more difficult to handle than the boys!¹

Los Angeles developed in 1943 a Youth Project to meet what was termed the "hard to get at" youth. Duane Robinson states that the activities of these youth represent a serious problem. Some of these problems with which these youth were confronted were: deterioration of family life, critical conditions of housing, economic insecurity and unemployment, and inadequate opportunity for education.²

The writer as a second year student became interested in studying a specific group and in analyzing the role of more experienced workers in the use of self with the "hard-to-reach" group of Wharton Centre Area. The group identity under the leadership of the writer will be referred to as the "M" Group. Groups under the leadership of other leaders will be identified appropriately.

¹Ibid., p. 97.

²Duane Robinson, A Chance To Belong, copyright 1949, Woman's Press, Project, New York. Story of the Los Angeles Youth by National Board of the Y.W.C.A. of the U.S.A.

Purpose of the Study

The purposes of this study were to describe the community factors of the North Philadelphia area and Wharton Centre, the adolescent "M" group and their individual needs, to cite evidence of the social group worker's role in meeting needs of hard to reach groups through the use of self, and a program of activities in the neighborhood.

Method of Procedure

The worker's method of procedure was observation and direct contact with the group, group work process records. Conferences with supervisor and other workers in the agency were held. Wharton Centre's workers reports to the Board of Directors, published articles in The Group, and a summary report of Wharton's work with Street Corner Groups for Clyde Murray and Russell Hogrefe, Editors for proposed publication on out-of-house program.

Scope and Limitation

This study was limited to the period September 3, 1952 to February 27, 1953 inclusive. These groups were composed of Negro boys ranging in age from twelve to eighteen. The study was further limited because of the writer's inability to use research tools and methodology with the limited published material available.

CHAPTER II

WHARTON CENTRE

Historical Background

The Susan Parrish Wharton Settlement was founded as a memorial to Susan Parrish Wharton, whose work was among and in the interest of Negroes. This agency is an outgrowth of the Whittier Centre which was organized by Miss Wharton and incorporated as a charitable institution in 1916.¹

The purposes for which said corporation was formed was to study the practical solution of Negro city problems. Specifically the corporation worked in the areas of Health, Thrift and Housing. After the death of Miss Wharton the original Whittier Centre program went out of existence, but its board of directors remained intact and sought other areas of work.²

In 1929 Emily C. P. Longstreth, a member of the Wharton Centre Board, made a study of the recreational facilities for Negro boys and girls in North Central Philadelphia. This study revealed a great lack in adequate recreational facilities for children, as had been reported previously to the Welfare Federation by several community groups. Having secured the interest of the welfare Federation and in the Council of Social Agencies, the Whittier Centre was encouraged to develop a recreational project in this area. Through a fund raising campaign, the Whittier Centre was able to purchase two three-story resident dwellings and a moving-picture

¹General Report of the Wharton Centre - 1706-10 North 22 Street, Philadelphia 21, Pennsylvania - November 1947, March and July 1948.

²Ibid.

³Ibid.

theatre on the rear.¹

On October 26, 1931, the Susan Parrish Wharton Settlement, conducted by the Whittier Centre, was opened at the present location with two staff members. An additional dwelling was added in 1935. This agency, originally established because of a specific neighborhood recreation need, functioned primarily as a recreation center during its beginning years and attempted to meet part of this need. The greater portion of its work was done with groups within the house. By 1935 W.P.A. and N.Y.A. recreation leaders made it possible to expand the service far beyond the capacity of the physical plant. Basketball, music, art, dramatics, handicraft, dancing, and numerous social clubs comprised the major activities.

Development of Services

Day Nursery.-- Wharton in 1943 began considering the use of social group work process as perhaps a more effective and appropriate method than its existing mass recreation program, and training programs were instituted in cooperation with the University of Pennsylvania School of Social Work. During the same year Wharton Centre was requested by the neighborhood to provide a Day Nursery for children of working parents. This was a neighborhood need of long standing and well known to the Council of Social Agencies and the Community Fund. After careful consideration by the board, and the assurance of support by the Council of Defense and the Community Fund, a Day Nursery was opened under joint auspices in March 1943.

In 1944 the war economy brought an increase in population as well as

¹Ibid.

the need for more housing, health and welfare services.

Teen-Age Project.--- In February 1944, war conditions caused the agency to be faced with a huge recreation program in the form of a Teen-age Canteen. Here again, was the danger of getting into the old recreation program. Trained workers who had come from the aforementioned training program made it possible through the use of committees, social group work principles, councils, and marginal interviews to carry out its objectives in working with mass groups.

The Teen-age Canteen brought the agency in contact with a large number of gang groups who came to make mischief, or to lose themselves in a mass activity. Here-to-fore these boys were unable to use the agency's services on a small group basis. The problem faced by the agency at this time was that of how to reach these gangs who so obviously wanted and needed a service, but who were unable to accept it as provided through orthodox programs. At this same time there was a sharp decline in the number of small club groups. Teen-age boys and girls, who in previous years found certain satisfactions in small intimate groups, were asking for an opportunity to participate in large mass activities, even though they still had their own little cliques in their club groups.¹

Wharton Centre as a social settlement has the following specific purpose in working with the neighborhood; that all workers have current information of the people who live in the neighborhood, size of the population, number of families, characteristics of the people, social

¹General Report of the Wharton Centre - 1706-10 North 22 Street Philadelphia 21, Pennsylvania - November 1947, March and July 1948.

motivation, leadership, future of neighborhood, and indications of social maladjustment. The National Federation of Settlements and Neighborhood Centers believe that out of this kind of information the unmet needs of the people maybe ascertained. It is one objective of the neighborhood center to see that services extend to enrich the life of its community.

After operating the day nursery and the social group work program for two years, the agency felt the need to examine it in order to find out to what extent the Day Nursery and teen-age project departed from the agency's original purpose as set forth in the charter, manely, "The Study and Practical Solution of City Negro Problems."¹ The following is a report of survey and findings on the North Philadelphia neighborhood. It was early in 1944, that the staff and the Board of Management of Wharton Centre conducted a survey on the effects of the War upon North Philadelphia social conditions. In using the group work approach the worker was aware of agency objectives, and a concern for the total neighborhood. Wharton Centre became more interested in juvenile delinquency and its repercussions upon its neighborhood. The purpose of the study was to accumulate data on social conditions and to determine which of these social conditions the people in the neighborhood felt that Wharton Centre could and should specifically concern itself. The Board of Directors appointed a committee to examine accumulated data on social conditions in the area, and its report outlined the following pertinent factors: (1) the distribution of the Negro population, (2) the agency's experience in rendering services to the community, (3) facts about the housing conditions, (4) juvenile delinquency,

¹Ibid.

(5) a suggested program.¹

The survey study conducted by the staff and Board of Management of Wharton revealed that there was a need to help the adolescent boys and girls to have a better life, and to secure better housing facilities for the neighborhood.

To help the adolescent boy groups Wharton organized the Street Corner Groups with a trained social group worker. An example of the Centre's experience in working with such gangs was found in the records of gang "S".

This gang came to the Agency's attention in a shooting episode, which ended in the death of a member of a rival group. Members of such gangs often shoot, not to kill but to impress the public with their boldness and fearlessness. On better acquaintance, many of them are found to be deprived, insecure, youngsters, hungry for attention and yearning for adventure.

Sixty-five members strong, the members of gang "S" expressed the problem, the need for a meeting place. The room of the Auxiliary police at the police station was stated as their preference. Instead of one gang this group turned out to be a federation, of similar groups. After meeting at the police station with the worker for approximately four months a reorganization took place, which included about 35 of the original members, who formed a natural group. Although interested in athletics to a certain degree, these boys were mostly concerned about dances to which their girl friends could be invited. The worker beginning where the boys were, accepted their program and through committee helped them to take specific responsibility in carrying it out. A good deal of the program planning took place on the street corner before the formal meeting. They were still tied to the street corner, but were beginning to use their time differently.²

The objectives of the Street Corner Group Project was described in the following manner:

¹Report On Community "Gang" Project, Conducted by Wharton Settlement, May 1947.

²General Report of the Wharton Centre, op. cit.

To provide a satisfying and constructive group experience; to promote programs of activities which broaden and enrich the lives of young people: to create opportunities for individuals to assume responsibilities commensurate with their ability; to help the group to feel and become an integral part of the larger community; to provide the kind of group experience that would help individuals in the community to make it a better place in which to live.¹

With these objectives in mind an experienced social group worker was assigned to the job and visited pool rooms, street corners, bootblack stands, barber shops, eating places, and any place where young people habitually congregated. At the same time, the worker made contacts with parents, interested adults, business men, schools, churches and other organizations for the purpose of acquainting them with Wharton Centre's interest and plans for eliciting their interest in working with the Street Corner groups of their immediate neighborhood.²

During the first three months, the workers contacted forty-nine community organizations and sixteen gang groups. After these preliminaries the organizations contacted expressed an interest in forming a coordination committee. At this time came into being, and as the service began to take form, the project grew more defined as work with the committee which was appointed by the Board of Directors worked with parents, interested adults and six gang groups.³

In order to reach the boys, the worker approached them as a representative of an agency, interested in them, and willing to help them with some of their expressed needs for group activities. Time was needed first in recognizing and accepting the group's fear of, and resistance to, the services offered. Many of these boys knew the Wharton Settlement but were not sure how far the worker could be trusted.

¹Ibid.

²Ibid.

³Ibid.

With the established trust of the neighborhood in the agency Wharton Centre had come through seven years of trial and error which had evolved some direction, definition and method in the developing of this project.

The street corner project is a vital and dynamic phase of our settlement work in helping the under-privileged and hard-to-reach, as well as the more conforming individual, to move more constructively in the social pattern through encouraging him to assume greater responsibility for his behavior.¹

The Street Corner groups now served, ranged in age from twelve to eighteen. These adolescent boys groups were the core of the project, while the workers also contacted their parents, neighbors, and nearby institutions, as required by the problems, needs, and programs of the corner groups themselves. By and large all of the groups had a majority of members from low income homes with large families, whose fathers were often out of the homes. Many of the groups served exemplified the autocratic process of leadership. There was both overt and repressed hostility to all authority, including the total adult community of which the Wharton Centre and the individual worker were a part. This was expressed through inarticulation, apathy, and destructive behavior.

The project worked toward organizing their own club group which would enable them to expand their socially desirable activities and with further interpretation around limitation of both amount and usefulness of the Centre building.

In the beginning phases of the project, the interpretation to the community included the initial survey, with a cross section of the neighbors, and then a multiplicity of contacts with churches, schools, organizations, merchants, community leaders, families of

¹ Report on Operation Street Corner, September 1951 to August 1952. Wharton Centre 1704-10 North 22 Street Philadelphia 21, Pennsylvania.

members, was interested with the purpose of gaining community meeting facilities for the destructive corner groups.¹

The analysis of Wharton Centre's purpose showed it to be so general and inclusive that the agency after many discussions and serious considerations, felt that it must define more clearly its purpose. In February 1948 at a meeting of the Board of Directors, the charter was amended to read, "the purpose of said corporation is to provide recreation, informal education and cultural opportunities and services through group experience, for people in a predominately Negro neighborhoods in and around Philadelphia." At the same meeting the name of the agency was changed. This change was brought about by the members and neighbors who preferred the more simplified "Wharton Centre" to the more cumbersome "Susan Parrish Wharton Settlement of the Whittier Centre."

In analyzing, the purpose and function of the Wharton Centre, it was difficult to distinguish its recreation and education service from that of other similar community agencies. The focus, however, was on neighborhood and ways in which people can be helped, through group-experience to become aware of and work on specific neighborhood problems which affect them. This neighborhood emphasis gradually permeated the entire Settlement Program including Day Nursery, Recreation, Informal Education and Community Services.

Through such special mass activities as art exhibitions, musical festivals, and dramatic presentations, that entire neighborhood and wider community are given an opportunity to come together, become better

¹ Ibid.

acquainted with the agency and feel a part of this specific neighborhood. The agency was in a state of transition with a good deal of its time and personnel being used in the recreation program, but with its direction clear as to the use that can be made of some of the leisure-time activities in helping people to feel more responsible for their neighborhood. Although additional recreation services were provided by other sources, the agency hopes to extend its efforts from its very small beginning to a full program of adults and children participating in neighborhood improvements.

Administration

Board.-- The Board was authorized as fifteen in number, which shortly will be increased, by a new charter, to twenty-four. They were elected at the annual meeting by the members of the corporation and nominated for terms of three years by the members of the corporation and nominated for terms of three years by a nominating committee appointed by the President.

Wharton Centre has always tried to select their Board members according to its activities, taking into consideration the program and then finding individuals whose past experience will qualify them to be of technical or practical assistance both to staff and to the balance of the Board. In addition, a primary consideration was representation for neighborhood so that the Board may have an intimate knowledge of the thinking of the area which it serves. Being located in a predominantly Negro area, the Centre must also provide for a well balanced racial participation in all Board matters. Fifty percent of the present Board were Negroes, and fifty percent white. The Board was composed of the following officers: The President, two Vice Presidents, and the Treasurer.

The Board's function was defined as follows: To assist in the determination of policy, programs and over-all agency service. To cooperate with staff on agency committees in order to facilitate the program and to bring an intimate knowledge of the activities to the balance of the Board. To interpret the services of the agency to the neighborhood. To participate with Staff and members as agency representatives in wider community programs; example given such as the Community Chest, Health and Welfare Council, etc. To continually evaluate the agency program in the light of constantly changing conditions.¹

Staff.-- The following personnel was employed by the Wharton Centre: the executive director, the program director, three full time group workers, and one full time case worker. There were two full time nursery teachers, two kindergarten teachers, one nursery teacher school age and one substitute nursery teacher. There were two students from Temple University who were being supervised in field work practices and there were two students from the University of Pennsylvania School of Social Work being supervised in field work training.

Program Divisions.-- Wharton Centre had the following program divisions in operation: The Group Work division with three group workers and four field work students, the Nursery School comprised of the pre-school and school age children, and the Recreation and Informal Education division which included the young adults and older adult groups.

Facilities.-- The following facilities were available for parents, neighbors and friends in North Philadelphia at Wharton Centre. The Centre

¹ Report on Operation Street Corner, September 1951 to August 1952, op. cit.

occupied six dwellings located at 1704-10 North 22 Street. Building 1704 was the recent renovated addition in which the Day Nursery department moved into during the Christmas Holidays. The first two floors were used by the Nursery School and the third floor is an apartment which was used for residential purposes. The first floor of 1706 was used in the evenings for club meetings by settlement groups and there is a office for the staff members and the dining room and kitchen. Three houses, including 14 rooms for clubs and other current affairs, aggregating 3077 square feet of actual room space. This does not include three basements, 6 rooms for use in residents, 4 offices and 700 plus square feet of storage space. Gymnasium and back of the 3 properties which extends on the west to Crosby Street. One gymnasium containing 1800 square feet of unobstructed play space, with permanent "bleachers" for about 200 spectators, 1 stage for dramatics, 1 dressing room with shower-bath and equipment for basketball, volley ball, circle games, relays and dancing.

The entire third floors of 1706-10 are used for residence but at the present one double room on the third floor of 1708 building was used for storage. Three yards containing 1900 square feet of play space with sliding board, sand box, jungle-jim and swings. At present the agency is operating a play yard on the adjoining 1400 square foot property 1712-14, measuring 36 by 40 feet.¹ Permission for the use of this yard was granted by local realtor. Equipment in this yard: merry-go-round and sliding board.

The Building occupied was old and in fair condition. A great many

¹General Report of The Wharton Centre, op. cit.

renovations had been made and the general appearance of the building was cheerful. Some minor repairs to the building are needed and to far the plant is totally inadequate for the size of the present program.

CHAPTER III

MEMBERS OF STREET CORNER GROUP

The last chapter emphasized the agency and development of services to meet growing neighborhood needs. It is knowledge of the people in a given neighborhood which guides the social worker in rendering services. A brief survey of the Wharton Centre neighborhood, corner street youth group, and its members indicated further specific needs for agency service.

The Wharton Centre serves a four square block area of deficiency neighborhood in North Philadelphia in which over ninety percent of the people are Negroes. Some of the Negroes in this community were not able to find better housing facilities because such dwelling units were not available for occupancy. In-migration from rural and urban cities attracted Negroes to northern centers. Large industries made demands for increased man power during World War II.

To get a first foothold in the city environment, many of these in-migrants have to remain satisfied temporarily with the lowest possible standards of living. They drift in masses toward the slum and settle in living quarters of minimum rentals. Their gainful employment is predominantly in the heavy industries where they are more or less limited to the performance of unskilled labor.¹

Neighborhood Environment

Previously the following nationality and racial groups were represented in the area: Negroes, Irish-American, German-American, Jewish, Black Jews and Gypsies.

¹ Svend Riemer (Professor of Sociology-UCLA) The Modern City (New York, 1952) copyright 1952 Prentice-Hall, Inc., p. 143.

Today there are only Negroes, Jews and German-Americans living in the North Philadelphia neighborhood. See Chart I on page twenty which indicates the kinds of jobs held by the parents of the boys in the "M" group. Many of the people in this urban area of deficiency have families, and individuals of all types who are moving down the scale economically and others who are moving up.

The slum has furnished temporary shelter for new arrivals to the city. It also has received those members of the urban community who have lost their economic and social foothold in more elevated strata of urban society. The two-fold character of the slum's social function has not always been organized.¹

Physical deterioration was apparent although the area has home dwellings, commercial and other multiple land usages. Once a high-level income area of large three story brick homes, with smaller homes on side street; it had been for some time a deteriorating neighborhood. Many of the homes have been converted into multi-unit small make-shift apartments, under the supervision of absentee landlords. There was little regard for appearances of the houses; but the primary concern of many inhabitants was to have a roof over their families with minimum expense.

There were multiple usages of the land in this area. For example there are a large number of both small and large churches, many of which have recreation programs. There are two public recreation centers. Basically the neighborhood is residential and commercial with accompanying bars, shoeshine parlors, pool parlors and luncheonettes.

The population in the agency area of four square blocks, was listed in the 1940 census as 51,000, with a large increase in these figures,

¹ Svend Riemer, The Modern City, op. cit., p. 139.

indicated by the 1950 preliminary census figures.

Due to prejudicial restrictions, population densities reached their highest degree in that urban environment occupied by recent in-migrants of low racial status. The Negro communities in our large metropolitan centers are cracking at the seams. The housing shortage after World War II impinged upon them severely.¹

The following factors: poor housing, multiple land use, segregation, poor schools, and overcrowding characterized the kind of urban slum environment which was peopled by many Negroes whose plans in life seemed to have little or no direction. Mr. Riemer in *Modern City* says: Negroes that live in slum areas are unable to plan much more than a day ahead. The extreme type is the drunk on skid row, happily clutching his bottle and willingly giving all his money away, unable to foresee that tomorrow his bottle will be gone.²

The general overt patterns may be deviant or criminal behavior but often this behavior finds expression through the group.³

Many of the teen-agers in this study came from homes wherein both parents were employed. This created a situation at home wherein parental controls were not constant and meaningful for the teen-ager. The absence of parents whether due to divorce or employment often means severe controls or too little control for the adolescent causing real frustrations in the growing up process. Our teen-ager in the area of deficiency were further confused by the burden imposed upon them by the educational system. In the Wharton area problems were further magnified due to over

¹ Svend Riemer, The Modern City, op. cit., pp. 144-145.

² Ibid., p. 151.

³ Deviant behavior: To turn aside from the normal behavior pattern.

CHART I

PERSONAL INFORMATION OF "M" MEMBERS AND THE
OCCUPATION OF THEIR PARENTS

NAME	AGE	RACE	RELIGION	OCCUPATIONS OF PARENTS	
				Father	Mother
Ronald	15	Negro	Protestant	Common Labor	Domestic
Richard	15	"	"	" "	Housewife
James	13	"	"	" "	Domestic
Leander	14	"	"	" "	Domestic
Henry	13	"	"	" "	Housewife
Bill	14	"	"	" "	Housewife
Albert	15	"	"	Unskilled	"
Mike	15	"	"	Common Labor	"

crowded schools and not enough trained teachers for the children. The lack of such relationship caused hostility and resentment on the part of the adolescent toward the teacher. Some of this hostility was expressed in destructive behavior such as gang fights, stealing, truancy, and destroying public and private properties while in school. Some of the youth of the North Philadelphia area imitated the racketeers who played the numbers, sold dope, and engaged in other illegal pursuits to make a quick dollar. The Wharton Centre Survey showed this is the adult pattern which the adolescents of North Philadelphia imitated.

In areas of social disorganization the individual finds support, and assistance in groups where he can carry out either deviant behavior or his criminal acts against society. Most of the Negroes who lived in the

surrounding vicinity of Wharton Centre seemed to inhabit this area of deficiency because of the lack of economic opportunities. There were people who also lived in the neighborhood of alcoholism, drug addiction, gambling, prostitution, economic failure (due to bankruptcy, illness, old age, and unemployability).

The neighborhood as outlined by sociologist suggests that the youth of a given area enjoy it because neighboring occurs.

Neighboring is a matter of repeated face-to-face contacts and close personal relations within a contiguous city area. Such neighborhood contacts are generally related to more than one single purpose and they tend to recur at more or less regular intervals in the course of daily living.¹

The teen-age boys in North Philadelphia community were surrounded by vice, crime, physical conflict, teeming tenement life and crowded schools. The integrity and strength of the larger society in which they lived created some frustrations. It seemed little wonder that the teen-agers on the corner failed to make their individual adjustment to the reality of life in their time.² Therefore corner society become all important to the point where many a teen-ager couldn't move into the relative conformity to majority patterns of a social agency without sacrificing the security of his position on the street corner.

The sharing of problems invites close communication, it invites gossip and the exchange of advice on how to meet typical emergency situations.³

¹Svend Riemer, The Modern City, copyright 1952, Prentice-Hall, Inc., New York, p. 126.

²Daniel R. Bernstein, Group Work On Our Corner, Wharton Centre, Philadelphia 21, Pennsylvania.

³Op. cit., p. 127.

"M" Group

In talking with the members of "M" Group the writer learned there were only two boys who were interested in training beyond the high school level. Vocational futures were rarely expressed by the boys in "M" group. There was a real need for some kind of counselling and guidance - along with motivation for their own vocational future.

The junior and senior high schools deprive the adolescent of an understanding relationship. The school experience now is geared primarily to subject matter and the teacher becomes a mere instrument for teaching the subject.¹

The "M" group was a natural aggregation of individuals who lacked direction in its activities. The bond which held this group together like many others in this congested neighborhood was their common age demoninator, neighborhood nearness to one another, same school, and a mutual protection of themselves from "Others" in terms of the problems they were having. "Others" might be girls, other gangs, police, school, social agencies, etc. Membership was determined by their neighborhood interest.

The behavior patterns of the group as-a-whole while not delinquent might be considered pre-delinquent. Some pattern ~~were~~ "shooting craps," drinking wine, "smoking," and "flashy dress."

Some adolescents have difficulty in adjusting to the rapid changes in their physical bodies and their emotional maturity often is retarded in comparison with their physical growth. These Negro youth carried their adolescent difficulties together with being a part of a slum minority group to which social adaption was often impossible. Kardiner says:

¹ Irene M. Josselyn, M. D., The Adolescent And His World, Family Service Association of America, 192 Lexington (New York 16, New York), copyright 1949, p. 29.

If we apply these considerations to the lower-class Negro, we can see that this group is heir to the greatest amount of self-preservation anxiety in our culture. Whatever other effects discrimination has, the principle of "last hired, first fired" leaves the lower-class Negro the most unprotected member of the community. It attacks and erodes the family as a place of refuge against the hostile world, and destroys the opportunity for molding these traits in personality most harmonious with our social goals.¹

The worker found the following things to be true which Kardiner and Ovesey speak about in lower economic groups especially in the "M" group in North Philadelphia which is located in a congested neighborhood.

The chief of these vicious circles that plague the lower-class Negro are the broken home and the disturbed relation between the sexes. The capacity for positively toned affectivity is destroyed, and there is isolation, suspicion, and mistrust everywhere. This sets in motion the necessity for compensatory gratifications. Among these, gambling takes a high place, for in the chance to "win," one hopes to find a magical release, to be the favored one, to be "lucky." This penchant is amply exploited by both white and Negro racketeers, at a great cost to the Negro community. Others compensations are to be found in flamboyant dressing, drugs, drinking, crime (particular among adolescents). The onus of the constant vigilance the Negro must exercise over his hostility to whites and other Negroes sets other accommodative mechanisms in motion, the need for flippancy, artificial gaiety, or servility. The imitation of whiteness or white attributes (e. g., loss of kinky hair) costs the Negro population a vast fortune annually.²

According to Wilson and Ryland the adolescent have some important needs which should be met. The need for the development of skill in the use of the hands and body which is important in the school age. Interest groups in the arts as well as organized athletics are important types of groups for adolescents. Dancing is the outstanding medium through which teen-agers experiment in heterosexual relationships.

The growth process in adolescence is complicated by the attitudes of

¹Abram Kardiner, M. D., and Lionel Ovesey, M. D., The Mark of Oppression, W. W. Norton and Company (New York) copyright 1951, p. 382.

²Ibid., p. 385.

both family and society. Our culture tends to keep the adolescent young people "children" by lengthening the school experience and giving little acceptance to early marriage and assumption of family responsibilities; yet both parents and society frequently expect a consistency of behavior which is beyond the capacity of adolescents.¹

The "M" group's interpersonal relations revealed low self esteem, a lack of regard for one another, and their ability to show good sportsmanship in games were limited. They lacked cohesiveness and the ability to plan and carry out their plans which indicated extreme dependency. Individual movement from the group often revealed extreme independence and rejection of the group as a whole.

One of the aids to fruitful personal relations lies in a warm, friendly and accepting atmosphere. A hostile atmosphere filled with rivalry, retaliation and repressive leadership prevents these relationships from growing. In the neighborhoods where the social environment itself is a constant source of individual deterioration "delinquency" is almost a "normal reaction."²

There was an interest in physical activity which may be attributed to the members adolescent need for physical expression and also the identification in the area of hero worship. Many adolescents have ideals in the sports world. Such famous persons like Jackie Robinson and Stan Musial adolescent boys usually desire to be like. They set their goal to be

¹Wilson and Ryland, Social Group Work Practice, Houghton Mifflin Company (New York) copyright, 1949, pp. 108-109.

²Grace Coyle, Group Work With American Youth, Harper and Brothers, The Woman's Press, copyright, 1948, pp. 119-nnd 132.

outstanding baseball players and might achieve it.

Member Needs

Henry and James had the same things in common as members of "M" club: thirteen years of age, in the eighth grade, and attended Vaux Jr. High School together. Both boys' were in good health. Henry was interested in physical sports. His father and mother were separated. He needed a sense of worth despite the low status of his family situation. Henry's native home was Columbia, South Carolina and he separated from the group on 12-3-52 to return to South Carolina. The following represents a role often played by him in the group:

"M" Record 10-22-52

During the game Henry and James became involved in an argument talking about each other's parents. Henry jeered and boastly said "how's your mama James?" James returned his answer by saying "just like I left your's last." The discussion fledged back and forth between the two boys. James said "I don't mind Henry about my mother but if he can't take it he shouldn't give it." Henry said, "I think too much is too much and I wish you would stop talking about my mother."

The worker took James aside and said that he should respect Henry's feelings and to continue such behavior may cause serious incident. The worker pointed out to Henry that if he "couldn't take it" he shouldn't give out such talk. At the same time the worker pointed out the danger and harm they could easily become involved in. Henry needed considerable ego support in the group due to the fact of his marginal status. Henry loss much belief in self in trying to be accepted. His drinking and use of obscene language were attention getting devices and a bid for status with his peers. Also this indicated the mechanism of escape utilized by the adults of the neighborhood.

Bill and Leander were fourteen years of age, Bill is in the eighth and Leander in the ninth, both attended Northeast High School, both

boys' general health was good with the exception of Leander who had a weak chest. When Leander engaged in strenuous activity he became tired easily. Leander is the brother of Richard and can play the piano by ear. Leander is usually quiet and contributed little to the discussions during the meetings. He indicated withdrawing tendency in terms of reaction to risk his ideas. Bill had a very limited value of self and was willing to settle for a very limited role in life. Bill is the oldest child in the family and responsibility was forced upon him by the parents which he wasn't willing to accept. He rejected his responsibility and this rejection took the form of apathy. Bill further indicated that he might have a need for a satisfying mutual acceptance from his peer group.

Richard and Ronald were fifteen years of age, Ronald was in the ninth grade and Richard was in the tenth grade, both boys active in sports, neat in personal appearance. Ronald had one brother, and a sister and he is the youngest of the three. He had a real desire for personal growth, a real interest in his family life, a desire for a decent standard of living and being accepted as a regular guy. He was willing to put forth personal effort to achieve the goals he desired in a variety of situations. His mother and father were in the home and manifested an interest in his hopes and desires to be someone of worth and dignity in life.

Richard had two sisters, and two other brothers besides himself. He needed help in carrying out his responsibility in the group. He was the easy going kind of individual, satisfied with the status quo and this kind of attitude as the club leader was reflected in his member group.

When it came to sports Richard was very aggressive and active. As often is the case the president was the member with physical skills rather than leadership ability. Richard's needs centered around the area of relating to others.

Albert was an alert and intelligent young man. He is in the eleventh grade, fifteen years of age and attended Northeast High School. He is a member of the Protestant church and active in the young people's program in the church. He lives with his mother and father and is the only child in the family. His parents have a strong middle class values. He is very active and very optimistic and had a desire to accomplish something in life. He held two part time jobs. On Saturdays and Sundays he parked automobiles at a parking lot and the other five days in the week he drove for a retail distributing company after school hours. He is the indigenous leader.

Albert said "do you guys want a party if so why don't you get

quiet and listen to what is being said." Workers said "what would you guys like to have for refreshments?" John said "we can have ice cream." Albert said "I can bring grape soda and mints." Ronald said "we can have koolade." John said "we will spike it." The worker said "yes and if you do it goes out of the window and I'll go out behind it." John smiled and said "all right we won't do that." Albert said "we can have apples for the koolade." Richard said "you can count on us to be there." Albert said "how much money can each person bring?"

It was agreed by the group that each person would be personally responsible for forty-five cents and bring it to the next meeting. This example brought out the fact that Albert carried some influence in the group decision about the party. Albert was only able to accept the group when it really involved itself in some activity and really seemed like they wanted to do something as a club group.

Mike was fifteen years of age, in the ninth grade, and attended Northeast High School. He had two brothers besides himself and was the oldest of the three. Mike's nature was one of cheerfulness. He always smiled. He was short, fat and felt handicapped with the other members when he came to facing life realistically. He seemed to have a need to go through life evading facts which might mean he didn't feel social acceptable in the eyes of his peer group. The following excerpt from a case record will give an insight into his personality.

While the group was eating Mike entered the room. The worker said "hello Mike where did you come from?" Mike said "I just left home." Mike said "what are you guys eating and when did you plan all this?" John just laughed and said, "look at old Mike don't you wish you had some?" Mike grinned and said "all right you guys come on and hand over some cookies and potato chips because I paid my money in the treasury too." Bill said "do you want some cookies?" Mike said "yeh I do." With this expression John and Bill gave Mike some cookies. Mike said thanks to the group and accepted the cookies. Mike said, "do you guys want to hear a good joke?" The group nodded and shouted "Yes! and it better be good." He told his joke which was sorty and cannot be repeated in this record. The members laughed and shook with glee.

The worker felt that Mike acted in this way because he had no real awareness of self and he was not accepted by the members except in the role of comedian for the group.

CHAPTER IV

ROLE OF WORKER IN USE OF PROGRAM

Program Content and Agency Objectives

Program content¹ for the area of deficiency adolescent group was directly affected by the neighborhood social forces as outlined in the last chapter. In the congested area where there were several factors which had bearing on adolescents in group meetings. Some of these factors were the kind of activities such as corner conversations, horseplay, weather, available in neighborhood facilities, and social forces of the neighborhood. In the "M" group these factors held much significance because it was a group which lived in a congested neighborhood. The social factors left their scars upon these Negro adolescent boys because they were forced to live in discrimination and a deteriorating neighborhood. All these factors and everything outside this group affected the group's experiences.

Program planning has three main elements, program content, the social group worker, and the adolescent members. The interaction of these three elements is essential in program planning if the group is to provide a qualitative experience for its members. It is the integration of the three elements of program that produces a more subtle, a more satisfying result

¹The term program content is used in this chapter as a symbol standing for all factors that bear on a particular group session: activities, conversations, horseplay, weather, facilities, social forces outside the group but affecting it, and everything else which enters into the content of the group experience.

in terms of the members needed.¹

The Negro adolescent and his lower economic values in the "M" group was furthered by the criteria for program building for the social worker. The social group worker was a representative of the agency and must reflect the agency's objectives in building program in the community. The worker is the important person as suggested by Wilson and Ryland in program building in meeting the needs of the individual and the group.

The most important principle in program planning is that the members plan their own program. This does not mean, of course that the social group worker does nothing. Rather it means that he works with the group-as-whole at its own level and helps them develop a program more significant to their interest and needs than if he were not there.²

When the worker becomes cognizant of his own blind spots, a lack of acceptance of self, fear of extension of self to others, he is then able to help members in their desires for acceptance, approval and affection. The social group worker handles his own judgmental feelings, and is aware of his relationships with the neighborhood mores. He is able to identify with the agency's objectives and at the same time recognize and carry out agency policy.

Joshua Loth Liebman said "He who is sure of himself is deeply will-int to let others be themselves. He who is unstable in his own character must reassure himself by trying to compress others in his mold."³

The Wharton Centre objectives in working with Street Corner Groups included: (a) to provide a satisfying and constructive group experience;

¹Gertrude Wilson-Gladys Ryland, Social Group Work Practice, Mufflin Company, Boston, copyright, 1949, pp. 158-159.

²Ibid., p. 159.

³Joshua Loth Liebman, Peace of Mind (New York) Simon and Schuster, American Book-Knickerbocker Press, Inc., copyright, 1946.

(b) to create opportunities for individuals to assume responsibilities commensurate with their ability; (c) to promote program of activities which broaden and enrich the lives of young people; (d) to help the group to feel and become an integral part of the larger community; (e) to provide the kind of group experience that would help individuals in the community to make it a better place in which to live.¹

Wharton Centre's objectives agreed with the accepted standards of the National Federations of Neighborhood Centres and Settlements in helping meet the needs of a local neighborhood. There were two situations in the "M" group which may typify that they had a satisfying group experience. In this particular meeting the "M" group engaged in boxing for the evening. The following conversation occurred.

First situation:

Don said "Mr. B. I really liked doing what we did tonight because it is a lot of fun." "We can do this all the time as far as I am concerned." Bob said "this will keep me in trim." Richard said "since I am taking gym at school it will help to keep me in shape."

The second situation occurred while the group was on a trip to Fairmont Park.

Ronald said "this is really the life just to lay in the woods and do nothing." Richard said "Gee! it sure is a beautiful day and I am glad that I came on the hike." While the boys were eating, Mike said, "I think this hike is all right and I wish we could come again soon." John and Henry chimed in by saying "this is really the life!"

All groups must provide an opportunity for a satisfying group experiences which include opportunities for self awareness and development of self esteem. This as pointed out in the last chapter was a real need for

¹General Report of the Wharton Centre Study, Philadelphia 21, Pennsylvania, November 1947, March and July 1948.

Negro youth. It becomes the role of the social group worker to help the individual to involve himself in aiding members in a satisfying group experience. The record of Daniel R. Bernstein gives an account of a group called the "Cool Cats" which indicated corner street members had a good group experience.

Cool Cats 3/18/52

With the absence of Ray, who was due to be at Fathers Club tonight and Randy, the group was rather small to begin with. They were lolling around discussing the different girls that they had at the club parties. In their own inimitable fashion, they were enjoying this discussion, and Verne said that those girls up in Germantown were the best looking lot he'd seen in a long while, but one of the girls was a "pepper head," I asked him what he meant by "papper head," and he said "Aw, you know Mr. Bernstein." I said of course I'd heard it before, but I wanted to know what he meant. He went on to describe a girl whose hair was short and kinky. I asked him why he thought that was bad because he seemed to imply it when he said it. He said, "Well, it wasn't exactly bad, but it sure was not good." I asked him why. Bill got in at this point to say, "Well, Mr. Bernstein, the people in the neighborhood look up to you more if you take out a real nice looking girl whose hair is long and .."right". I asked him what he meant by "right", and at this Tom James came in with, "I think Mr. Bernstein's getting at something." I admitted that I did have a question in the back of my mind, and said it just looked nicer to have long straight hair, and I said I hadn't really thought about it much, and it didn't mean that to me. He said, "well, Mr. Bernstein, if you got married, you wouldn't marry a girl with short hair, would you?" I said that my wife's hair wasn't particularly long, and I never thought much about it. Bill came in with the fact that he guessed they liked it because it looked better, that was all. I said I could understand why they thought it looked better, perhaps, but at the same time what looked good to one person didn't look good to another but everybody here seemed to like girls with long straight hair, and I just wondered why they thought that was. Jack and Tom came in at this point and succeeded merely in stating that ... in other words.....they liked it because they liked it, and the rest of the fellows all jumped in and whirled around in a very involved discussion which led them out to the same point... all they could say was, they liked it because they liked it.

Tom James began to grin at this point and said he guessed Mr. Bernstein had them all tied up, and he wondered if I was trying to say they thought "White was right," and that's why they liked girls with straight hair. I said that might be what I had in my mind and certainly it was a worthwhile question to ask to see what they thought

about it. Bill then came in to say he guessed that maybe its just that everybody is prejudiced anyway... so what's the sense in worrying about it. I turned on my chair and asked him when was the last time he thought of me as a white person. He scratched his head and replied he couldn't remember, and I said I hadn't thought of him as a Negro for quite a while, and I couldn't remember the last time I'd done that. I wondered what he thought of me as being white then? He said that was a different story...sure. "Well," I said, "I guess we've changed then...I guess people can change." Bill said, "Yes Mr. Bernstein, I guess you're right at that....I hadn't thought of it that way." I said to the boys, who by this time, all seemed to be taking in a great deal of the discussion that it was interesting the way we did a lot of things whthout thinking about it, and I thought it interesting every once in a while to sit back and think about what we did....not just do things....¹

In this particular group the worker was able to help the individual to clarify their feelings about the opposite sex regarding hair texture. The worker was able to help the boys discuss how they actually felt and to express themselves overtly one with another. Also the group leader expressed his feelings around the subject and in doing so helped the group to clarify their thoughts.

Role of the Worker

It was difficult to help the individual in "M" group to have a more satisfying group experience because of the lack of social cohesiveness in the group. At the end of the group experience the group was actually weaker. Again this was exemplified by the area of deficiency patterns existing in the neighborhood due to the lack of mutual self esteem which may be intensified by minority group status.

Another area in constructive group experience includes enriching the interpersonal relationships. The members derived a job in belonging to

¹Daniel R. Bernstein, "Group Work On Our Corner," published in "The Group," April 1953, p.

their peer group if there is a minimum of fighting and rejection of one another and a maximum of satisfaction.

At times in the "M" group the worker rejected the group's fighting, cursing behavior and found it difficult to accept them. Consequently the group rejected the worker at such times making enjoyable relationships in the group impossible for there was no mutuality of enjoyment between worker and group.

The second objective "to create opportunities for individuals to assume responsibilities commensurate with their ability" was very essential. There was every indication that the boys in "M" group were asking from the worker encouragement, acceptance and approval in the independence and dependence needs especially was this true in the area of decision making. Role of worker in supporting proper plans was exemplified in the "M" group in which it was an example of program plans and the support from the worker.

Bob said "I like to swim and would enjoy that very much." Don said "why can't we go to the YMCA sometimes and swim during our club meeting night?" The worker said "that is all right and whenever you want to go I think it can be easily arranged." The worker asked "do you still want to go on the short outing to the park this coming Saturday Ronald?" Ronald said "yes I do and how many of you want to go?" Bob, Richard, Harry and Frank raised their hands. It was decided by these present to meet at Bob's home on Saturday at 10:15 a.m. to go to Fairmount Park.

The role of the worker in this situation was to give the boys support in making decisions because they found it difficult to verbalize their wishes. The writer felt the structured group created recognized anxieties and resistances. Evidences of these anxieties and resistances centered around the time of meeting. As a whole the group had plenty of time with the exception of the two boys who worked and were always late. Still the

other boys found it impossible to meet on time. This factor raised two questions: (1) should limits be set making the meeting impossible if they were late; or (2) should their resistance serve as a guide in planning program more realistically around the boys own time realities? There was a need to set limits in the Falcons.

The Falcons under the leadership of another group leader was a pre-adolescent group. It had been using a private educational institution as a meeting place since the early Fall, and during this time relations would be some incident of either breakage or stealing. In each case the worker helped the group face it's responsibility, and in each case they had made good on the loss. However, the group had added insult to injury by tearing up a large hedge in the yard of the institution, and the worker had been called and informed that the group would have to find another meeting place. The worker had been able to help in making this a temporary exclusion but agreed that it might be very helpful to the group.

Falcons 4/28/52

...With that, they settled back to the question. I asked Billy whether or not this club wanted to continue. They had a decision to make and they better make it now, as we had to move all of our equipment out of Wernir Institute today. Marvin looked up and I said, "That's right, Marvin, Wernir Institute had been giving us a helping hand all year ... given us an opportunity to use their room and helped us with their tools, and then on top of that, not only do we not appreciate it, but we steal from them and have torn up their property. I think they are doing the right thing and I want you fellas to abide by what they say. Perhaps if we continue the club in the right way, we might be able to get our club room back in the Fall." I wanted to know what they wanted to do. Bill said that we should get another meeting room and continue the club, since we had a zoo trip planned and we were going to go camping too, and other stuff like that, as well as finish up our soap-box derbies. I said that we had a lot of plans, they could be cancelled or we could continue with them that was up to them.

John said he thought we could get his cellar, he would ask his

step-mother now, and he would be back in-side of five minutes, saying the cellar or the back room, but his mother wanted to see me first before she could do that. I said on that basis, we would clean out the room and go over to see her, but first I wanted to know whether the club wanted to continue. With that, Billy asked for a vote, and it was unanimous that the club continue and meet in another room.¹

The worker of the Falcons was able to help the group to realize the extent of their indifference and destruction of the property of Wernir Institute. The worker helped them to understand what they had done and that it was their responsibility as club members to decide whether they wanted to continue as a club or not. The worker helped the boys understand that the Wernir Institute was helping them by letting the group meet there and use their equipment and tools to work with. At this point the worker showed his disapproval of their behavior but at the same time he was able to accept them as individuals. He helped the group members to continue to grow, work through their problems, and above all the Falcons were able to continue as a club group.

The members of "M" group had the following physical activities; boxing, basketball, and swimming. This was a way of meeting their adolescent needs. Beyond these physical activities there was little more than discussion. There was little beyond physical accomplishments in this group to enrich the lives of these youngsters because the group was kept and held by the worker on a verbal level. However, another worker in the agency who worked with a corner group was able to involve the group in deeper values which enriched the lives of the young people.

¹Daniel R. Bernstein, Group Work On Our Corner, pp. 5-6.

Cool Cats 4/10/52

...We walked down Fifth Avenue and the group was impressed with the sense of opulence the large cars and the beautiful big stores gave to the whole area. Tom said, "Man, if I had that kind of money, I wouldn't do anything but lay on my back." Verne said, "With that loot, man, I would never do anything but just enjoy myself!" I said to the boys I thought everybody had problems to work out, even rich people. Bill broke in to express his doubt that rich people had problems. I said there were many things money couldn't buy, and I thought health was certainly one, nor was contentment it. Again the boys expressed doubt about this and I suggested they look at the faces of the people who passed who looked richly dressed. For about two blocks this was a game with them, examining people's faces as they walked past. When they had gone those few blocks, I asked what they's seen. Bill said, "They all looked kind of rushed, Mr. Bernstein, they all looked like they were kind of in a hurry." I agreed and said they didn't look particularly happy about hurrying either. The other boys chimed in with, "That guy looked like he's got a face like a saw, and that man back there in the big fancy hat, who is walking into that big car, looks like he was made at something, but there are a lot of other people who seem real pleased with themselves." I said I guessed they were right about that and with or without money, a person could be very happy or unhappy, but I didn't think that money was the answer to everything.¹

The worker thought the lack of vocational contacts with industry was needed in the area of program activity in the "M" group. These boys were interested in what money could buy and each individual had real need to look into vocational futures. They needed guidance by which they might have been helped to understand the cultural demands and the necessary training for particular jobs. The fact that money was important was exemplified by the group's resistance to paying their dues.

The group started out by paying twenty-five cents each week. The members readily insisted they could afford it. The following is an excerpt from the worker's process record as to what happened in the meeting. This represented a high aspiration level the group set for themselves and were not

¹Ibid., pp. 10-11.

able to achieve.

Bill said, "I feel I can pay twenty-five cents because I am working and I know I can keep up every week." James said, "I know I can because I will save a nickel of my lunch money each day to pay my twenty cents per week." The worker said "in the event you can't maintain twenty-five cents per week then it may be necessary to change it to a lesser amount."

About two months later the "M" club members found it feasible to pay a lesser amount because the group was not able to continue to pay the amount originally suggested.

It was important to help the group to feel and become an integral part of the larger community because first it broadened the individual members in the club, their horizon, gives the person a sense of belonging to and being a part of a growing and better community in which the group lived. When the individual is involved and concerned about the larger community and can actually see improvements in the community it gives the person hope and faith that life is worth living.

It is actually through community interest on the part of sincere and active citizens that a community is improved. The writer observed as he walked through the community that there was a real need for clean-up, fix-up and paint-up campaign in the North Philadelphia neighborhood. In the "M" group the worker wasn't able to involve the group or stir their imaginations to the point of seeing and meeting the need for improving the physical appearance of their neighborhood.

There was a group in the area which another staff worker was successful in enabling them to see the larger community and do something about it. The name of this club group was the "Morning Stars." They became interested in putting up a basketball standard where they could play basketball. The

leader was successful in locating a vacant lot in the community and secured permission to use it providing the group cleaned it up and the realtor would let them use the lot. This group cleaned the trash off the lot and was able to use it as a basketball practice area.

CHAPTER V

SUMMARY AND CONCLUSIONS

A street corner society of teen-agers creates problems for themselves and for the communities in which they move. Many of these adolescents live in neighborhoods characterized by congested population, in-migrant and changing population, limited economic opportunities, inadequate multi-unit dwellings, low educational quotient and the attendant evils all of which foster anti-social behavior. Consequently one of the primary problems in such community is identified as anti-social gang behavior.

Wharton Centre had an interest in Street Corner Groups and frequently called "hard to reach" groups provided two social group workers to work with such groups. The writer while performing his field work at the Centre became interested in studying a specific group and in analyzing the role of more experienced workers in the use of self with the "hard-to-reach" groups of this area.

The purposes of this study were to describe the community factors of the North Philadelphia area and Wharton Centre, the adolescent "M" group and their individual needs, to cite evidence of the social group worker's role in meeting needs of "hard-to-reach" groups through the use of self, and through the use of a program of activities in the neighborhood.

The method of procedure included: the use of a schedule with individual members, interview with supervisor, observation of activities and studying record materials. Published and unpublished materials were used in analyzing the findings.

This study was limited to the period September 3, 1952 to February

27, 1953 inclusive. These groups were composed of Negro boys ranging in age from twelve to eighteen. The study was further limited because of the writer's inability to use research tools and methodology with the limited published material available.

Conclusions were drawn as follows:

1. Within the "M" group there were definite evidence of personality traits. The ones noted were: Low self esteem, a lack of regard for one another, inability to show good sportsmanship in games, the group members lack of cohesiveness, members inability to make and carry out their plans which indicated extreme dependency, and the extreme independence and rejection of the group as a whole.

2. Individual members of "M" group showed a need for: Ego support in the group, a belief and value in self, acceptance of other members, relationships with accepting adults, and an opportunity to assume and understand responsibility for their own behavior.

3. The role of the worker in the use of program indicated that the agency worker was guided by the agency objectives which were: To provide a satisfying and constructive group experience; to create opportunities for individuals to assume responsibilities commensurate with their ability; to promote program of activities which broaden and enrich the lives of young people; to help the group to feel and become an integral part of the larger community, and to provide the kind of group experience that would help individuals in the community to make it a better place in which to live.

4. The social worker handles his own judgmental feelings, and builds his relationships with the neighborhood mores based upon an understanding

of the agency's objectives.

5. The role of the worker in further meeting needs of "M" group revealed: a use of physical activity as a medium for expression of energy and muscular development of members; informal discussions gave support in making decisions and plans; however, the worker had difficulty in helping members gain and show regard for one another and accepting responsibilities.

6. Experienced group workers with similar hard to reach groups such as the Cool Cats, Falcons, and the "M" groups were able to begin where the boys were in their social and physical development, to accept their expressed desire for a meeting place, moreover the workers were able to clarify the groups' feeling about the opposite sex regarding hair texture. Workers helped the boys to discuss how they actually felt in a given situation and to express themselves overtly one with another. The groups' behavior was disapproved by the worker but at the same time he was able to accept them as individuals. The workers helped the group to face their responsibility about breaking or stealing public property and at the same time involve the group in understanding the values surrounding specific life experiences which enriched their lives.

APPENDIX IX

SCHEDULE

Identifying Information

1. Name of Agency _____
 2. Address _____
 3. City _____ State _____
 4. Name of Group _____
 5. Age Range of Group _____
 6. Day and Time of Meeting _____
 7. Place of Meeting _____
 8. Date of Organization _____
 9. Name of Leader _____
 10. Sex _____ Male _____ Female _____
 11. Educational Range _____
 12. Grade in School _____
 13. Race: White _____ Colored _____
 14. What is the geographical distribution of the homes of the members? _____
 15. Check if the group has the following racial and cultural difference.

Is representative of more than one religion? _____
Is representative of more than one social status group in the community? _____
- A. Finance
- Source: a. Public _____ b. Private _____ Both _____
- B. Staff:
- Number of full-time paid staff: Male _____ Female _____
- Number of volunteers: Male _____ Female _____

SCHEDULE

B. Staff:

Number of Part-time paid staff: Male _____ Female _____

Educational Training:

High School _____ College _____ Graduate Training _____

Student or untrained _____

Graduate Student _____ Other _____

BIBLIOGRAPHY

Books

- Bernard, William, Jailbait (New York, 1952) copyright, 1949, by Greenberg: Publisher, a corporation, Popular Library Edition.
- Bernstein, Daniel R., Group Work On Our Corner, published in The Group, April, 1953.
- Coyle, Grace Longwell, Group Work With American Youth, Harper and Brother Publisher, copyright, 1948.
- Jesselyn, Irene M., M. D., The Adolescent and His World, Family Service Association of America, 192 Lexington (New York 16, New York) copyright, 1949.
- Kardiner, Abram, M. D., and Ovesey, Lionel, M. D., The Mark of Oppression, W. W. Norton and Company (New York) copyright, 1951.
- Liebman, Joshua Loth, Peace of Mind, Simon and Schuster, New York, Printed in U.S.A. - American Book-Knickerbocker Press, Inc., copyright, 1946.
- Riemer, Svend (Professor of Sociology - UCLA) The Modern City, copyright, 1952, Prentice-Hall, Inc., New York.
- Wilson, Gertrude--Ryland, Gladys, Social Group Work Practice, Houghton Mifflin Company, copyright, 1949, Boston.

Unpublished Material

- Report on Community "Gang Project," Conducted by Wharton Settlement, May, 1947.
- General Report of the Wharton Centre, 1706-10 North 22nd Street, Philadelphia 21, Pennsylvania, November 1947, March and July, 1948.
- A Report on Operation Street Corner, September, 1951 to August, 1952, Dated July 21, 1952; Wharton Centre, Philadelphia 21, Pennsylvania.